

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2016–17 School Year**

*For Kepler Neighborhood School*

**Address:** 1462 Broadway, Fresno CA 93721

**Phone:** 559-495-0849

**Principal:** Mr. Wayne Morris

**Grade Span:** TK-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2017–18)

<b>District Name</b>	Kepler Neighborhood School
<b>Phone Number</b>	559-495-0849
<b>Superintendent</b>	Dr. Margaret Ameel
<b>E-mail Address</b>	m.ameel@keplerschool.org
<b>Web Site</b>	www.keplerschool.org

### School Contact Information (School Year 2017–18)

<b>School Name</b>	Kepler Neighborhood School
<b>Street</b>	1462 Broadway Street
<b>City, State, Zip</b>	Fresno, CA 93721
<b>Phone Number</b>	559-495-0849
<b>Principal</b>	Interim: Mr. Wayne Morris
<b>E-mail Address</b>	w.morris@keplerschool.org
<b>Web Site</b>	www.keplerschool.org
<b>County-District-School (CDS) Code</b>	10-621660127514

### School Description and Mission Statement (School Year 2017–18)

Kepler Neighborhood School (KNS) operates as a tuition-free public charter school in Downtown Fresno. We envision integrated, thriving communities where youth and adults work together to create new solutions to shared challenges. Our mission is to: inspire joy and purpose in learning and develop well-educated, ethical, caring, and innovative members of the community.

The Kepler Goals are:

- 1) Kepler students demonstrate personal growth and mastery of academic standards in all content areas.
- 2) Kepler teachers and staff foster student strengths and differentiate to support academic, creative, social, and emotional needs of every student.
- 3) Kepler Neighborhood School creates and supports a safe and fostering school environment for every student.
- 4) Kepler parents, staff, and community are valued, contributing members to Kepler School programs and culture.

## Student Enrollment by Grade Level (School Year 2016–17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	44
<b>Grade 1</b>	44
<b>Grade 2</b>	44
<b>Grade 3</b>	44
<b>Grade 4</b>	43
<b>Grade 5</b>	44
<b>Grade 6</b>	44
<b>Grade 7</b>	43
<b>Grade 8</b>	26
<b>Ungraded Elementary</b>	N/A
<b>Grade 9</b>	N/A
<b>Grade 10</b>	N/A
<b>Grade 11</b>	N/A
<b>Grade 12</b>	N/A
<b>Ungraded Secondary</b>	N/A
<b>Total Enrollment</b>	374

## Student Enrollment by Student Group (School Year 2016–17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	5.3%
<b>American Indian or Alaska Native</b>	1.3%
<b>Asian</b>	< 1%
<b>Filipino</b>	1%
<b>Hispanic or Latino</b>	42.5%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>White</b>	42.2%
<b>Two or More Races</b>	7%
<b>Socioeconomically Disadvantaged</b>	52%
<b>English Learners</b>	3.7%
<b>Students with Disabilities</b>	10%
<b>Foster Youth</b>	0%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
<b>With Full Credential</b>	14	20	23	
<b>Without Full Credential</b>	2	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials  
(School Year 2017–18)**

*Year and month in which the data were collected:* September 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/ Language Arts</b>	<ul style="list-style-type: none"> <li>• Wit &amp; Wisdom / 2017-18</li> <li>• Guided Reading with Leveled Trade books / 2013-14</li> <li>• Writing Pathways / 2013-14</li> <li>• Word Nerds / 2013-14</li> <li>• Vocabularians / 2015-16</li> <li>• ELD: Mondo Publishing “Let’s Talk About It”</li> </ul>	No	0
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Eureka Math / 2014-15</li> <li>• College Preparatory Math / 2013-14</li> <li>• AIMS / 2013-14</li> <li>• Mathematical Mindsets / 2013-14</li> <li>• Mindset Mathematics / 2016-17</li> <li>• Teaching Number in the Classroom / 2013-14</li> </ul>	Yes (CPM) No (others)	0
<b>Science</b>	<ul style="list-style-type: none"> <li>• Teacher created units using Next Generation Science Standards / 2013-14 and modified yearly</li> <li>• Modeling Instruction Gr 6-8 / 2013-14</li> </ul>	No	0
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• TCI Social Studies Alive! / 2013-14</li> <li>• TCI history Alive! / 2013-14</li> <li>• Studies Weekly / 2015-16</li> </ul>	Yes	0
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	<ul style="list-style-type: none"> <li>• Positive Prevention PLUS / 2017-18</li> <li>• SPARK PE curriculum / 2013-14</li> <li>• Minds in Motion for TK / 2017-18</li> </ul>	No	0
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>• Art in Action / 2013-14</li> </ul>	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

From August 2013-April 2017, Kepler Neighborhood School was located in the Cornerstone Church Assembly of God Education Center utilizing shared space. Although the classroom and play space was small, all of Kepler's furniture and resources for student learning were in excellent condition and suitable for a quality learning environment. In April 2017, Kepler moved into its brand new facility 1 block away. The newly renovated, 38,000 square foot historical building was built-to-suit the Kepler education plan and houses 2 classrooms for each grade TK-8, 2 science labs, a work shop, a performance room, a student reading room (aka Library), a multipurpose room, tutoring centers, and offices. The new facility also includes a roughly 7000 square foot grass play area and a 500 square foot student garden. The new facility was built according to educational and ecological standards and has passed all health inspections.

During the 2017-18 school year, acoustic wall treatments were installed in the hallways and window treatments were installed on the SW facing windows throughout the school. A grant is being pursued to build out our student play area to include play structures and a basketball court. A second grant and community partnership is being pursued to develop an outdoor natural landscape environmental science classroom for school and community use within walking distance of the school.

As the facility is brand new, there is nothing in disrepair or not under warranty.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

*Year and month of the most recent FIT report:* October 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			
<b>Interior:</b> Interior Surfaces	x			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			
<b>Electrical:</b> Electrical	x			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			1 drinking fountain is under repair, there are 5 working drinking fountains
<b>Safety:</b> Fire Safety, Hazardous Materials	x			
<b>Structural:</b> Structural Damage, Roofs	x			

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			1 exterior gate is in need of warranty work
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### Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary	Good	Fair	Poor
	x			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	41	30	31	34	48	49
<b>Mathematics (grades 3-8 and 11)</b>	23	18	22	24	36	38

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	246	229	93	30
<b>Male</b>	136	130	95.6	28.6
<b>Female</b>	110	99	90	31
<b>Black or African American</b>	17	16	94	12.5
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	109	106	94.5	13.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	100	86	86	50
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	137	126	92	18.3
<b>English Learners</b>	14	13	93	0
<b>Students with Disabilities</b>	32	24	75	8.3
<b>Students Receiving Migrant Education Services</b>	0			
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	246	229	93	18
<b>Male</b>	136	129	95	22.5
<b>Female</b>	110	100	91	12
<b>Black or African American</b>	17	16	94	6.3
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	109	104	95.4	4.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	100	91	91	35.2
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	137	128	93	10.2
<b>English Learners</b>	14	13	93	0
<b>Students with Disabilities</b>	32	27	84	7.4
<b>Students Receiving Migrant Education Services</b>	0			
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5)</b>	62	54	34	31	55	54
<b>Science (grades 8)</b>	42	62	42	40	64	61

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016–17)**

As a K-8 school, we do not have Career Technical Programs. However, Kepler Neighborhood School provides students in all grades (K-8) with opportunities to explore various career pathways. We received a four-year career pathways grant which allowed our students to take a career pathway quick assessment, to go on field study trips to experience various careers first hand, and to attend and host career/job fairs at our school and Agape schools. In 8<sup>th</sup> grade, all Kepler students participate in a mock job interview and create resumes.

**Career Technical Education Participation (School Year 2016–17)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</b>	N/A
<b>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2016–17)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
<b>5</b>	32.5	12.5	22.5
<b>7</b>	23.3	11.6	20.9
<b>9</b>	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



### Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	1.8%	0.3%	1.2%	6.5%	6.4%	6.8%	3.8%	3.7%	3.6%
Expulsions	0%	0%	0%	0.2%	0.2%	<0.1%	0.1%	0.1%	<0.1%

### School Safety Plan (School Year 2017–18)

The School Safety Plan provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Plan is reviewed each year by the administrative staff and the Principal's Advisory Committee. Changes are shared with all faculty members and sent to Fresno Unified School District (Kepler's Charter Authorizer).

The School Safety Plan was updated twice for the 2017-18 school year. The first update was in August 2017 at the beginning of the school year. The second update was in January 2018 to make adjustments to the contents due to a change in leadership at the school. The most current School Safety Plan training took place in January 2018.

All classrooms have emergency clipboards with student lists and RED/GREEN cards for safety checks. All teachers and most school staff members are certified in CPR and those on the School Safety Team have additional First Aide training. Fire Drills are practiced monthly while earthquake and lock-down drills are practiced quarterly. These drills are alternated morning and afternoon to ensure that all students have the opportunity to practice.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017–18)

\*\*Beginning in the 2017–18 school year (SY), local educational agencies (LEAs) and schools will no longer be identified for Program Improvement (PI). LEAs and schools previously identified for PI are encouraged to use evidence-based interventions, which may include alternative supports that are designed to improve the academic achievement of socioeconomically disadvantaged students.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	
Year in Program Improvement	N/a	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	21		2		22		2		22		2	
<b>1</b>	15	2			22		2		22		2	
<b>2</b>	21		1		22		2		22		2	

<b>3</b>	18	2			22		2		22		2	
<b>4</b>	22		1		22		2		22		2	
<b>5</b>	21		1		22		2		22		2	
<b>6</b>	20	1			22		1		22		2	
<b>7</b>	21		1		22		1		22		2	
<b>8</b>	15	2			22		1		22		2	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0.25	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0.5	N/A
<b>Resource Specialist (non-teaching)</b>	1	N/A
<b>Other</b>	0.5	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$2432		\$2432	\$45,478
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2016–17)

In addition to implementing project-based curricula, technology integration, character development, and the arts, KNS has adopted the Parallel Curriculum Model (PCM) to provide the framework for our educational program. KNS also implements NWEA MAP Growth benchmark tests three times per year to guide teacher planning and student goal setting for their Individual Learning Plans.

Kepler also provides Barton tutoring for students struggling with Reading as determined by student scores on the San Diego Quick. Kepler also provides speech and RSP services through Fresno Unified's Special Education Program as determined by student IEPs.

### Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,798	\$45,092
Mid-Range Teacher Salary	\$75,170	\$71,627
Highest Teacher Salary	\$99,861	\$93,288
Average Principal Salary (Elementary)	\$106,766	\$115,631
Average Principal Salary (Middle)	\$112,292	\$120,915
Average Principal Salary (High)	\$121,292	\$132,029
Superintendent Salary	\$303,534	\$249,537
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2016–17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

### Professional Development

Each year, Kepler teachers attend a three-day PD time before school starts in August. Two additional full-day PD workshops are taken in November and February. Every Friday students are dismissed early so that teachers can attend specialized PD times throughout the school year. Time is given for teacher prep, grade level collaboration, cohort (K-2, 3-5, 6-8) collaboration, ELA curriculum development and Math curriculum development. PD sessions are led by school administrators, lead teachers, curriculum specialists, and vendor trainers.